



Makarora School

Governance Guidelines

2019- 21

Mission

Makarora School will in partnership with parents and caregivers, create a challenging, supportive environment that will encourage children to develop responsibility for their own quality learning and behaviour.



Harakeke is a plant highly valued by our ancestors (both Pakeha and Maori) and is becoming increasingly recognised as a plant that will be important in the future. We have chosen this plant to symbolise our beliefs about teaching and learning at Makarora School. It links our past with the present and future, and connects us with our environment.

Traditional tikanga of the harakeke tells us that the ancestors surround the young at the centre of the bush protecting and nurturing them until they become the ancestors at the outer edges. When harvesting leaves for use we take from the older outside leaves, and always return any unused to the base of the bush so it can continue to support the plant's growth.



Vision

“ Education is not the filling of a pail, but the lighting of a fire”

William Butler Yates.

Our vision is for children to be given the very best education and to leave Makarora School with the knowledge of how to learn and the desire to do so. We acknowledge that all children have the right to be taught and the responsibility to learn. We want children who have the skills to live life to the fullest in the wider world, to accept challenges, to take risks and manage change successfully, and have an enquiring mind.

We think it is important to present the children with many alternative views to allow them the opportunity to make informed choices in life. We believe that it is important that children learn to accept and appreciate difference and diversity in others. We want the children to be comfortable in a bi- cultural world.

We are located in a unique environment and we want the children to respect and understand that environment, and the wider world, and accept responsibility to protect the planet and her resources for future generations to enjoy. *Toitu te whenua, whatungarongaro te tangata (people come and people go but the land remains).*

Nau i whatu te kakahu, he taniko taku – (you weave the cloak and I the border). We believe that it takes a village to educate a child and that it is a shared responsibility to provide quality education for our children. We want the children to have highly qualified teachers, who work to establish a community of learners, encouraging children to accept responsibility for own learning.

Hutia te rito o te harakeke

Kei hei te komako e ko

Ki mai ki ahau

He aha te mea nui o te ao?

He tangata , he tangata , he tangata

If you pluck out the centre of the flax bush
I ask you where would the bellbird feed from?
What is the most important thing in the world?
I tell you it is people ,it is people, it is people.





School and Community 2018

Makarora School is situated at the head of Lake Wanaka in the Makarora Valley, adjacent to Mount Aspiring National Park. The school and adjoining community centre share facilities and grounds. The school also runs the Dave Osmer's Makarora Community Library, which is attached to the school and runs through the QLDC public library system. At the beginning of 2019 there were 9 Y2-7 children from 6 families attending the school, 1 child identifies as Maori, 8 as NZ Pakeha.

Cultural Diversity

The Board believes it is important to take all reasonable steps to provide instruction in tikanga Maori and te reo Maori. When developing policies and procedures every endeavour will be made to reflect New Zealand's cultural diversity and the unique position of the Maori culture. Parents of any Maori students will be consulted either individually or collectively (as they decide appropriate) to ensure the school goals, targets and strategies are appropriate to meet any specific needs of Maori children. Teaching practice will support preferred learning styles of Maori students.

Special needs and abilities

The goals, targets and strategies included in this charter reflect the needs students at risk as well as those with special talents. On going monitoring and reviewing of the strategic plan ensures the school is responsive to the needs of individual or groups of children.

Consultation Statement

In preparing the goals, targets and strategies for this charter the Board of Trustees through the Principal consulted with the parents of the school, with the Board of Trustees and with each family of any identified Maori student. Self review information, assessment results and consultation with teachers and other education personnel were also considered.

Time frame

	Consult with BOT on strategic direction
November/ December	Consult with BOT/parents on local curriculum Present annual report to Community
February	Present annual report and targets to BOT. Finalise annual report and variance report, send to accountants for inclusion with annual accounts . Present updated charter and targets for 2019-2021 to BOT Send to MOE



March – December 2019	On going monitoring of strategic goals Report to BOT through Principals report *
July	Progress report to Bot and parents on annual plan
October	Survey parents/ community on strategic goals, and local curriculum
November	Draft budget to match strategic plan
December	Report to BOT/parents /community on strategic goals and local curriculum *
February 2015	Present annual report to BOT Present charter and target to BOT Up load National Standards data





Strategic Goals

❖ Effectively communicate

Children communicate effectively and confidently in a range of ways for a range of purpose

❖ Confidently problem solve

Children effectively and confidently use a range of problem solving strategies in a range of contexts and apply to everyday situations

❖ Effectively gather information

Children effectively gather, critically evaluate, use and present, a range of information for a variety of purposes using a range of sources and technologies and thinking skills.

❖ Accept responsibility for own learning

Children successfully use a range of work and study skills allowing them to become self managing, life long learners. Children accept responsibility for self, including health and fitness.

❖ Effectively interact with others

Children interact appropriately with a wide range of people in a range of situations, accepting and valuing diversity and differences, valuing people and accepting responsibility for their own behaviour

❖ Value bi- cultural diversity

The children are comfortable culturally, they respect and value te reo and tikanga, children feel comfortable speaking Maori in everyday contexts and taking part in cultural activities.

❖ Challenging environment

Children work within a supportive, challenging environment that encourages quality learning and behaviour, and promotes healthy lifestyles.



National Educational Goals

National Education Goals

NEG 1

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

NEG 3

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

NEG 4

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

NEG 5

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

NEG 6

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

NEG 7

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

NEG 8

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

NEG 9

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

NEG 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

National Administration Guideline 1 Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

(a) develop and implement teaching and learning programmes:

- i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
- ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
- iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

(b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- i. student achievement in literacy and numeracy, especially in years 1-8; and then to
- ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;

(c) on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving;
- ii. who are at risk of not achieving;
- iii. who have special needs (including gifted and talented students); and
- iv. aspects of the curriculum which require particular attention;

(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

(e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and

(f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

National Administration Guideline 2

Each board of trustees, with the principal and teaching staff, is required to:

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;
- (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- (c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

- (a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year;
- (b) report school-level data on National Standards in the board's annual report under three headings:
 - i. school strengths and identified areas for improvement
 - ii. the basis for identifying areas for improvement; and
 - iii. planned actions for lifting achievement. In addition to its inclusion in the board's annual report, the NAG 2A (b) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.
- (c) report in the board's annual report on:
 - i. the numbers and proportions of students at, above, below or well below National Standards, including by Māori, Pasifika, gender, and by year level (where this does not breach an individual's privacy); and
 - ii. how students are progressing against National Standards as well as how they are achieving. In addition to its inclusion in the board's annual report, the NAG 2A (c) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.
- (d) report the NAG 2A (c) information in the format prescribed by the Secretary for Education from time to time.

National administration guideline 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- (a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- (b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

National administration guideline 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- (a) allocate funds to reflect the school's priorities as stated in the charter;
- (b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- (c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

National Administration Guideline 5

Each board of trustees is also required to:

- (a) provide a safe physical and emotional environment for students;
- (b) promote healthy food and nutrition for all students; and

National Administration guideline 6

Each board of trustees is also expected to

comply with all general legislation concerning requirements

National Administration guideline 7

Each board of trustees is required to

complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

National Administration guideline 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

Makarora School Strategic Plan 2019--2021

National Goal—Reading and Writing

Goal 1

What are we aiming for?

Children communicate effectively and confidently in a range of ways for a range of purposes

Objective 1

How will we make it happen ?

Provide literacy programmes that cater for the needs of all children, enabling them to reach at least their expected level of achievement for reading and writing

Strategies and actions—What will we do?

- Employ a local artist and musician to work with the children , 2019, 2020
- Take part in Upper Clutha Schools Music Festival
- Teach children music using ukulele / guitar, waiata
- Year 7 children learn a second language of their choosing 2019
- All children learn te reo Maori
- Provide PD opportunities for part time teacher for writing including assessment tools
- Provide 1-1 programmes for children needing extra support for reading
- Provide speech assistance with outside provider for 2 boys with oral language issues.
- Work collaboratively on line with peer buddies from Haast school on language activities, such as writing reports, sharing information with others
- Provide professional development for teachers to upskill in teaching and assessment of writing .
- Consult with Resource Teacher of Literacy to ensure programmes and resources are appropriate
- Utilise library staff to ensure all children have a range of reading material that engages them, including on line resources 2019-2021
- Build up a range of on line resources and use on line literacy resources (such as Sunshine Books) to complement existing school print resources .
- Share writing with children from other schools for motivation and peer feedback
- Invite local writers or authors to visit and share ideas with children in collaboration with Haast

Targets

How will we know we have achieved our goal.

All children are able to identify features of writing, what they can do and what they need to improve.

All children take part in activities and talk about their work and what they have learned at Friends and Family Assembly and on line with Haast School children / parents

All children are making progress in both reading and writing effectively

All children are able to share mihimihi with friends, family and visitors, and explain what they are doing

Children welcome visitors to school with mihi ,mihimihi , waiata and older children take responsibility for leading and introducing appropriate formalities .



Makarora School Strategic Plan 2019-2021

National Goals Mathematics

Goal 2

Children effectively and confidently use a range of problem solving strategies in a range of contexts and apply to everyday situations .

Objective 1

Provide mathematics programmes that cater for the needs of the children

Strategies and actions

What will we do ?

- Roll over enrolment in Mathletics to support learning at home and school.
- Provide 1-1 support for y7 students and any children needing extra support , including on line tutorials available to children to support maths learning and encourage self directed learning.
- Teachers provided STEM type activities to teach maths in context.
- Use Prime Maths resources for older students to ensure they have a good knowledge of algorithms

Targets—how will we know we have got there?

All children are making progress with using and understanding maths knowledge and strategies



Makarora School Strategic Plan 2019-2021

Local Goals– Communicate effectively

Goal 1

What are we aiming for?

Children communicate effectively and confidently in a range of ways for a range of purposes

Objective 2

How will we make it happen ?

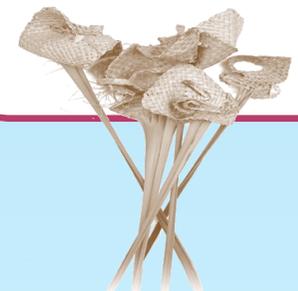
Provide arts programmes that provide the children with a range of experiences , and allow them to express themselves in a variety of ways

Strategies and actions—What will we do?

- Employ a local artist and/ or musician to work with the children ,
- Take part in Upper Clutha Schools Music Festival-
- Teach children music using ukulele / guitar,
-

Targets—how will we know we have got there?

All children take part in activities and talk about their work and what they have learned at Friends and Family Assembly.



Makarora School Strategic Plan 2019-2021

Local Goals– Gather information

Goal 1

What are we aiming for?

Children effectively gather, critically evaluate, use and present, a range of information for a variety of purposes using a range of sources, technologies, and thinking skills.

Objective 2

How will we make it happen ?

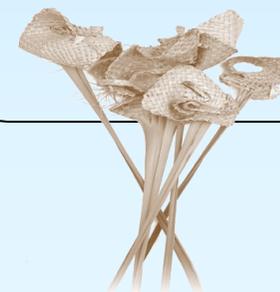
Provide children with opportunities to develop thinking skills using a range of technologies to gather and share information

Strategies and actions—What will we do ?

- Teachers take part professional development activities to increase ICT capabilities and understand requirements of Digital Technologies curriculum
- Work with other small schools to promote ICT as a communication tool (Skype, Facebook)
- Work with MOE and other providers to ensure technologies are up to date for accessing information (fast broadband)
-

Targets—how will we know we have got there?

Y4-8 Children are able to find, information in texts to answer questions. Present information from a range of sources , in a variety of ways .



Makarora School Strategic Plan 2014-2016

Local Goals— Manage self

Goal 1

What are we aiming for?

Children successfully use a range of work and study skills allowing them to become self managing, life long learners. Children accept responsibility for self, including health and fitness .

Objective 1

How will we make it happen ?

Develop programmes that encourage children to take increasing responsibility for their own learning

Objective 2

How will we make it happen ?

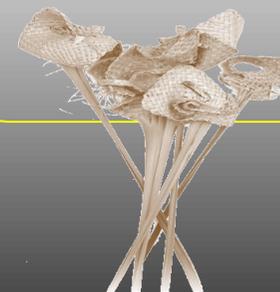
Implement assessment practices that encourage children to become actively involved in own learning .

Strategies and actions—What will we do ?

- Set up programmes for groups and individual children to encourage independence and assist children to accept responsibility for self. on task behaviour
- Work with parents on Digital Citizenship and safety

Targets—how will we know we have got there?

All children are able to identify and set learning goals, write an evaluation about their own learning and share progress with parents at least once per year.



Makarora School Strategic Plan 2019-2021

Local Goals— Interact with others

Goal 1

What are we aiming for?

Children interact appropriately with a wide range of people in a range of situations, accepting and valuing diversity and differences, valuing people and accepting responsibility for their own behaviour.

Objective 1

How will we make it happen ?

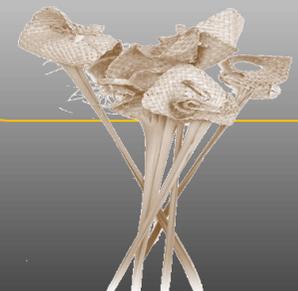
Assist children to develop social skills by providing opportunities for interaction with people in the school and wider community

Strategies and actions—What will we do ?

- Invite people with expertise or differing backgrounds to assist in delivery of school programmes
- Involve children in a community conservation project (Boundary Creek reserve DOC)
- Involve the children in activities involving our local environment—place based learning.
- Invite other schools to visit / visit other schools to interact with children in the local area (Haast collaboration both physical and on line)

Targets—how will we know we have got there?

All children work effectively with a range of people in a range of situations



Makarora School Strategic Plan 2013-2015

Local Goals— Value Cultural Diversity

Goal 1

What are we aiming for?

The children are comfortable culturally, they respect and value te reo and tikanga, children feel comfortable speaking Maori in everyday contexts and taking part in cultural activities

Objective 1

How will we make it happen ?

Provide opportunities for children to learn te reo and tikanga

Objective 2

How will we make it happen ?

Develop specific learning strategies and targets to ensure Maori children are achieving success in a range of ways .

Strategies and actions—What will we do ?

- Employ teacher aide / teacher to assist with delivery of te reo programme
- Use Resource Teacher of te reo to teach te reo in classroom
- Deliver a local curriculum that integrates knowledge and experience of tikanga and toanga and place based learning.
- Celebrate Matariki with the community and /or another school
- Consult with individual parents on specific goals and programmes to ensure Maori students are progressing at least to their expected age level.
- Plan programmes to ensure Maori students are provided with opportunities to develop talents in areas important to Maori

Targets—how will we know we have got there?

Y4 7-8 can share their extended mihi and explain

Y1-2 children can share a simple mihi

Y4-8 children are able to use range of karakia and waiata to start and finish the day

All students identified as Maori are all working at or above their expected age level for reading writing and maths.



Makarora School Strategic Plan 2018-2020

Local Goals– Challenging Environment

Goal 1

What are we aiming for?

Include activities within our integrated curriculum which promote a healthy lifestyle.

Objective 1

How will we make it happen ?

Integrate an Environmental Education programme into programmes that develops self responsibility and awareness of environmental issues .

Strategies and actions—What will we do ?

Plan a range of EOTC activities for children, including biking swimming, ski-ing

Give children opportunities to take responsibility for preparing healthy food.

Use enviro school facilitator to work with children on chosen environmental issues

Double glaze window in office to improve insulation in school.

Replace heat pump for office / and break out space

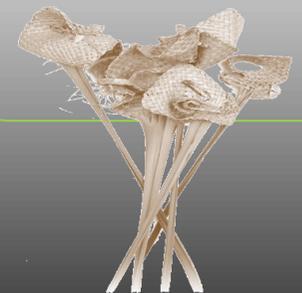
Implement 10 year property plan

Targets—how will we know we have got there?

Children have at least 10 swimming sessions a year

By the end of Y8 children are able to swim 200m

The school and local environment is used to support the school programmes.



Makarora School – Improving Student Achievement Report

Targets 2019

Curriculum Area Reading

Baseline Data

At the end of 2018 1 child was identified as not being at their expected age level for reading. 1 child was at their expected level but not always able to comprehend and discuss ideas confidently.

Target 1 All children are reading confidently and

Assessment Tools

Actions Planned

- Employ a part time to release class teacher to run 1-1 programmes with the any children at risk of not achieving at their level
- Consult with RTLB on suitable programmes to increase learning
- Purchase on line resources to supplement school resources
- Provide on line resources for children to use at home (eg Sunshine on Line , Reading Eggs)

Cost

- Teacher 0.1 \$7500
- Reading eggs \$150
- Sunshine on line
- PM On line

Summary

Variance

Suggested further actions

Goal 1 Communication

Employ PT teacher extra .2 until at least end T1 2019
Provide 1-1 programmes for child at risk

Goal 2 Problem solving

1-1 programmes for at risk or likely to be at risk Investigate /
use on line resources and share with parents
Provide 1-1 support for y7

Teachers provided STEM type activities to teach
maths in context.

Use Prime Maths resources for older students to en-
sure they have a good knowledge of algorithms

Goal 3 Gather Information

Take part professional development activities to in-
crease ICT capabilities and understand requirements
of Digital Curriculum

Goal 4—Managing self

Parent Interview X2

Children sharing learning at end of term assemblies

Makarora School Annual Plan 2019



Compliance

- Problem solving goal review
- Complete double glazing at school house

Goal 5 Interacting with others

Invite Haast to visit and share experiences and work
interact with different people on line , and visit Haast to work
at collaborative topic/ projects

Invite different people to share experiences with children /
provide expertise

Create action projects from focus topic to involve the com-
munity working alongside the children.

Goal 6 Value bi cultural diversity

Employ Mary Anne Tamati for te reo lessons fortnightly over
year

Matariki celebration—share with Haast School at Makarora

Utilise Careen for te reo programme

Utilise on line language learning programmes

Goal 7 Challenging Environment

Use local environment to support learning pro-
grammes

Replace heat pump in library

Administration

Makarora School complies with all general administration requirements.

In order to meet these requirements :-

The Board of Trustees will:

- Develop and implement a Governance Policy
- Ensure School Planning and Reporting requirements are met
- Follow guidelines to ensure the Board of Trustees is properly elected and constituted (*refer Education Amendment Act No. 4 1991*)
- Ensure Board meetings are run properly
- An ongoing programme of BOT operational review is carried out and reported to BOT
- An ongoing programme of policy/procedure review is planned carried out and reported to BOT

The Principal and Staff (*Management*) will

- Student achievement Annual Planning (*Refer P & R Master*)
- Keep accurate Attendance registers
- Keep accurate enrollment records for children
- Develop and implement General procedures for school administration
- Follow Stand-down and expulsion (MOE guidelines)
- Comply with length of school day, length of school year

Through the development and implementation of sound administrative practice Makarora School ensures all legal administrative requirements are met.

Resources

Makarora School allocates funds to reflect the school's priorities as outlined in the Charter. We monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989. We comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

In order to meet these requirements, the Board of Trustees

Sets strategic directions and long term plans and monitors the boards progress against them

Monitors financial management of the school and approves the budget

Ensures the board is complaint with its legal requirements

Ensures there are procedures for monitoring and spending monies

Approves annual account auditing

Receives bi- monthly financial reports from the Principal

Approves the 10 year property maintenance plan and 5 year property development

Receives bi- monthly property reporting

And delegates to the Principal the responsibility to

Manage the schools resources effectively on a day to day basis within the law and in line with board policies, ensuring documented procedures are in place

Implement the Boards operational plans and give priority to the schools annual targets,

Use resources efficiently and effectively

Preserve assets (both financial and property)

Develop and operate a budget that reflects the boards priorities

Comply with the Boards requirement of a balanced budget

Ensure an adequate working capital

Report to Board monthly

The Principal must ensure that

School Operations and Functions

The Principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and impudent or which violates the board's charter or expressed values or commonly held professional ethic. The key contribution is day to day management of the school.

Delegations to the Principal

Meet the requirements of the current job description and incorporated Principal professional standards

Act as education leader in the school

Maintain the culture of the school, reflecting the values and attitudes of the school's community.

Manage the school effectively on a day to day basis within the law and in line with Board policies

Implement the annual strategic plan and operational plans giving priority to the school's annual Tar-

Use resources efficiently

Put good employer polices into effect

Oversee teacher appraisal and professional development

Hire , deploy and terminate part time and relieving teachers, and support staff

Preserve, maintain and replace assets

Communicate with the community

Keep the Board informed of information important to their role

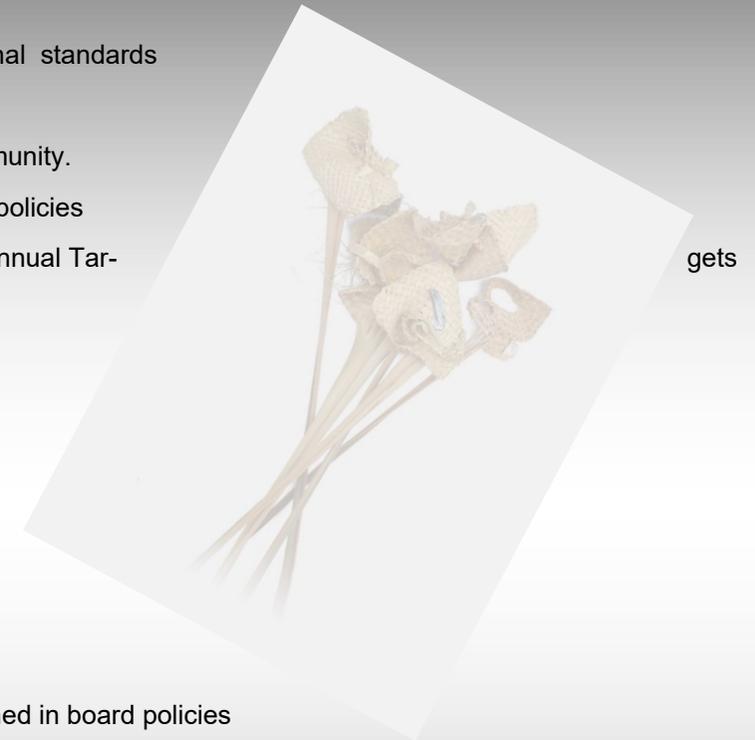
Report to the Board on compliance with their policies

Organise operations of the school within the boundaries of prudence and ethics established in board policies

Act as Protected Disclosure Officer

Appoint on behalf of the Board the Privacy officer

Only decisions made by the Board acting as Board members are binding on the Principal. Decisions of individual members, or committees are only binding if specifically authorised by the board. The relationship between the Principal and Board is one of trust and support.



gets

Employer Responsibilities

Makarora School develops and implements personnel and industrial policies within policy and procedural frameworks set by Government from time to time promoting high levels of staff performance, using educational resources effectively and recognising the needs of students.

Makarora School acts as a good employer as defined in the State Sector Act 1988 and complies with the conditions contained in employment contracts for teaching and non-teaching staff.

In order to meet these requirements the BOT develops and implements:

An appointment procedure

A complaints procedure

A protected disclosure policy

Principal appraisal/Performance Agreement/Job Description

An Equal Employment Opportunities Programme (*EEO*)

Police vetting procedure

The Principal and Staff (*Management*) develop and implement:

Appraisal processes

Job Descriptions and Performance agreements

Professional development programme

Staff induction programmes

Teacher Registration

The BOT in conjunction with the Principal and Staff (*Management*) develop and implement:

Performance management Programme (*see above*)

Employment Contracts

Through the development and implementation of Good Employer programmes and procedures, the BOT ensures staff of Makarora School enjoy employment conditions of the highest possible standards

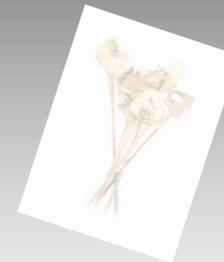


Health and Safety

Makarora School provides a safe, physical and emotional environment for students, employees, parents and visitors through complying with any legislation currently in force or that may be developed to ensure the safety of children, employees, parents and visitors.

In order to meet these requirements the Board of Trustees

- Receives regular reports from the Principal on Health and safety issues, including risk management when appropriate
- Ensures that procedures are in place to provide a safe physical and emotional environment for children
- Ensures that the school is smoke free environment
- Sets strategic goals and targets to address health and safety issues
- Keeps up to date on Health and Safety requirements
- Takes part in community consultation on health programmes delivered to children



The Principal and Staff develop and implement:

- Guidelines for Parents/volunteers in the classroom
- Dealing with Child Abuse procedures
- Personal Safety Procedures
- Dealing with Bullying/Victimisation
- Guidance and Counselling
- Education Outside the Classroom guidelines, and Risk Management procedures
- Custody and Guardianship of children procedures
- Internet safety procedure
- Administration and storage of medication procedures
- Infectious Diseases procedures
- Safety and Hygiene guidelines

The BOT in conjunction with the principal and staff (management) develop and implement:

- Sun safe programme
- Attendance and Truancy procedure
- Privacy procedure
- Parents and Volunteers procedures
- Hazard identification procedure

Through the development of these Health and Safety procedures and practice, Makarora school provides a supportive challenging environment that encourages quality learning and behaviour.

Roles and responsibilities

What do we have to do?

Attend Board meetings and take an active role as a trustee

Hand over governance to new board/ trustees at election time

How will we know?

Attendance at 90% of meetings, with absences explained
Board papers/ reports read prior to attending board meetings

New trustees fully briefed and able to participate actively

What do we have to do?

Monitor financial management of the school and approve the budget

Oversee, conserve and enhance the school resources

How will we know?

Satisfactory performance of the school against the budget

Property / resources meet the needs of the student achievement goals

What do we have to do?

Set strategic directions and long term plans that reflect the uniqueness of the school and community, and monitor the boards progress against them

Approve major policies and programme initiatives

How will we know?

Board consults with community and parents when setting strategic goals.

Board meets strategic goals

What do we have to do?

Effective risk management

How will we know?

Attend board meetings having read papers/ reports and prepared to discuss them

Board meetings have a quorum

Remain aware of internal/ external risk areas and take action where necessary

Identify 'trouble spots' in statements of audit and take action if necessary

What do we have to do?

Ensure Board is complies with its legal requirements

How will we know?

New members have read and understood their roles and responsibilities, and the schools policies and procedures.

Members have kept up to date with any changes in legal and reporting requirements. Board has sought legal advice when necessary.

Accurate minutes of all Board meetings are approved by board and signed by chairperson.

Individual staff/ student matters are always discussed in Public Excluded Sessions (in committee)

What do we have to do?

Fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage

How will we know?

The parents of Maori students are specifically consulted on strategic goals, and targets for student achievement as well other school issues.

The Treaty in considered/ reflected in board decisions

What do we have to do?

Monitor and evaluate children's progress and achievement ,

How will we know?

Reports from Principal on progress against strategic goals and targets, and identify risks and successes

Meet targets of annual/ strategic plan, implement curriculum policy

What do we have to do?

Deal with disputes and conflicts referred to the school

Represent the school in a positive, appropriate manner

How will we know?

Successful resolution of any disputes and conflicts referred

Code of Behaviour adhered to

What do we have to do?

Approve and monitor personnel policy and procedures. Act as good employers

Appoint, assess the performance of and support the principal

How will we know?

Become familiar with employment conditions of the school, staff contracts and award arrangements

Principal's performance management system is in place

Chairpersons Roles and responsibilities

What do you have to do?

- Oversee general performance of the Board
- Ensure the Board receives information about the financial performance of the school
- Work with Board Minute secretary to establish and maintain systems for keeping the board informed
- Attend and chair board meetings
- Make recommendations to the Board about prudent management of Board matters
- Establish and maintain an on going working relationship with the principal
- Deal with disputes and conflicts referred to the Chair
 - Act as protected Disclosure Officer if required (eg Principals spouse/ family etc are employed by BOT)
- Ensure Principals Performance Agreement and Appraisal are completed on an annual basis

What do you have to do

Code of conduct for Board members

- Maintain and understand the values and goals of the school
- Ensure the needs of all students and their achievement is the highest priority
- Be loyal to the organisation and its mission
- Publicly represent the school in a positive manner
- Respect the integrity of the principal and staff
- Observe confidentiality of non public information acquired in their role as trustees and not disclose to any other person information that may be harmful to the school
- Be diligent and attend board meetings prepared for full and appropriate participation in decision making
- Ensure that individual trustees do not act independently of the board's decisions
- Declare any conflicts of interest which may impact on the board in any manner
- Recognise the lack of authority in any individual trustee or sub group of the board in any interaction with principal or staff
- Recognise that only the chairperson can speak for the board
- Continually self-monitor their individual performance as trustees against policies and against any other current board evaluation tools
- Be available to undertake appropriate training

Board Meetings

The board is committed to effective and efficient meetings that

- Are based on prepared agenda

- Have right , by resolution , to exclude public and news media,(under Meetings Act)

- Reserve the right to include non-board members if it chooses

- Held with the expectation that trustees are prepared, will participate in discussions and work toward consensus and work within acceptable levels of behaviour.

Meetings are usually held monthly. The meeting timing is set at each annual meeting.

The quorum shall be more than half the members of the board currently holding office.

The Chairperson will be elected at the first meeting of the newly elected board. In case of the chairperson resigning before their term is up, a new chairperson will be elected at the first meeting that all new members attend.

The principal and/ or School administration staff in consultation with the BOT chair will ensure an agenda is drawn up before each meeting.

Members of the public or school community who want items on the agenda must advise the Chair person at least 48 hours prior to the meeting. It is at the discretion of the Chairperson whether the item be included.

Board meetings are chaired by the appointed Board Chairperson. In the event of the Chairperson being absent, the meeting is chaired by a person appointed by resolution of the members present.

All endeavours will be made to reach consensus on major issues, but if a tie vote occurs, the chairperson may have the casting vote to decide the issue.

Any trustee with pecuniary interest (eg appointments of staff, sale of goods or services, tendering for contracts, salary) in any issue should declare their interest, not take part in the debate (at the chair persons discretion), and may be asked to leave the meeting for the duration of the discussion.

Any matters discussed "in committee" are minuted separately from the full minutes and not included for general circulation . They remain strictly confidential to Board members.

Only trustees have automatic speaking rights.

The Board delegates and minutes powers under section 16 and 17 of the Education Act to the Disciplinary Committee

Meetings times are set each year to suit most of the members, generally third week in the month , after school hours and should be not more than 2 hours duration. Outstanding matters should be transferred to the next meeting.

Special meetings may be called by request in writing to the Chairperson signed by at least 2 trustees holding office.

All motions and amendments moved in debate must be seconded unless moved by the Chair.

The order of the agenda may be varied by resolution at the meeting.

Minutes are distributed as soon as possible after the meeting. They are distributed to Board members and made available to parents/ community via school notice board or on line .

A Minute secretary may be used to record minutes at the meeting, and prepare agenda and other Board business as requested by the BOT chair and or Principal

Makarora School Sample Agenda

Date

Start time

Apologies

Present

Minutes

Matters Arising

Principals report

Strategic goals -Curriculum

Finance

Policy

Property

Personnel

General

General/ Special issues

Correspondence

Closing

Sub –Committees

Where possible the Board will operate as a whole, but in certain circumstances sub committees may be required.

Committees may comprise non board members as sources of advice but only board members

can be part of the decision making process (eg appointment of Principal)

A committee may not speak or act for the board unless formal delegated authority is given at a board meeting, and should not conflict with the authority delegated to the Principal.

Terms of reference will be written/ recorded for any committee to ensure its purpose, duties responsibilities reporting and budget are clearly set out.

Board review of governance

Annually each trustee will evaluate their own contribution to the board, as part of the review of board effectiveness. The board will review the governance policies, roles and responsibilities and code of behaviour and the school charter and strategic plan. Over a three year period the strategic goals will be reviewed in depth.

The Board will take responsibility for the review—formulating questions/ areas for investigation, gathering information , and writing a report of findings with possible recommendations for future development .

Area for review 2018– 19

Goal 1

Goal 2

Children effectively gather, critically evaluate, use and present, a range of information for a variety of purposes using a range of sources, technologies, and thinking skills.

Reporting

The Board of Trustees will report in the following ways

- Annual report prepared in conjunction with Principal
- Audited Annual financial reports,
- Board minutes
- Self review reports
- Updates to parents and community as required

	February— March	March	April	May	June	October	December
Charter and Strategic Plan	Confirm Annual Variance report Nationals Standards report confirmed	Work with Accountant to get annual financial report completed	Confirm		Curriculum		
Curriculum review /strategic focus	Confirm target report		Literacy numeracy				Literacy/ Numeracy Annual Plan
Special Topic						Budget Principal Appraisal	Annual report to community
							Staff Appraisal

Financial Information

The school has appointed Solutions and Services Christchurch to prepare monthly and annual accounts. The school auditors appointed by MOE for 2018 are Price Waterhouse Cooper.

2 Signatures are required on all cheques, and internet bill paying and banking. Usually chairperson, administration officer and principal have signing rights. The principal reports to the BOT at Board meetings.

Monthly accounts are tabled at each BOT meeting .

Board Composition

The Makarora Board of Trustees has changed to 3 elected parent representatives following the BOT elections in May. There is one staff representative and the principal. An administrative assistant is employed to do BOT administration for meetings. All parents are encouraged to attend Board meetings. The Board will review the number of parent representatives each year in February/ March and may vote to /decrease increase numbers of parent representatives at this time.

Board of Trustee Members

Chairperson	Ingrid Shepherd	443 2682	2013-2019
Parent Members	Charlene Mclvor		2018-
	Therese Parker		2018
	Rachel Paterson	443 4497	2013-2015
Principal	Lynley Ward	443 1154	
Staff Representative	Careen Kemp	443 1166	2013-2015
BOT Administrator	Melanie Barlow		2018-19

School 443 8342